

September 2008

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Deaf Life

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National Technical Institute for the Deaf

Celebrating 40 years of
the "Grand Experiment"



BYE-BYE, BELL!

NTID'S TOWER C TO BE RENAMED

Deaf **PUBLISHER'S NOTE**

The National Technical Institute for the Deaf, one of eight colleges of Rochester Institute of Technology in Henrietta, New York, is celebrating its 40th anniversary. NTID, known as "The Grand Experiment," was the world's first technical college for deaf students, just as Gallaudet University was the world's first (and still the only) liberal-arts college for deaf students. Its founding represented bold, visionary thinking, and also a practical solution to an old problem: the chronic underemployment of deaf people.

Much has changed since NTID opened on RIT's campus. A number of the alumni who attended the recent 40th Anniversary Reunion had difficulty recognizing some areas of campus. Some things have changed drastically. Some things haven't. Some of the problems that the NTID community has been grappling with remain unsolved.

Although some Deaf folks might consider it trivial, I consider the removal of Alexander Graham Bell's plaque and name from NTID's Tower C a turning point in Deaf history. We're moving forward. Our immediate task is finding a new name for the dorm—whether "NTID Alumni Hall" or in honor of a single person. (Four suggestions are to be found in this month's "Deaf People in History.")

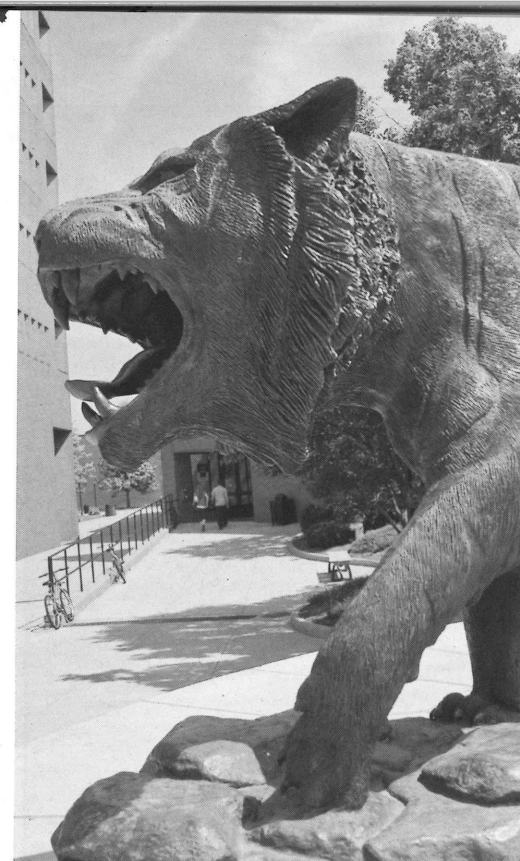
An update on Karen Putz, who was denied service at a Steak 'n Shake drive-through last January (q.v. our June 2008 issue): after attempting to work with Steak 'n Shake to get some positive changes in motion, meeting with two of the corporation's attorneys, and experiencing what she considers the corporation's attempt to brush her off, she's decided to take legal action. She's filing a complaint against Steak 'n Shake for discrimination. She has a lot of support in our community—and plenty of company.

Matthew Moore

Deaf **CHART**

Our cover story

This Fall marks NTID's 40th anniversary, and our cover feature is an illustrated timeline-historical retrospective, and part 2 of the Reunion photo-feature. The story of how NTID began, how it grew, evolved, and "sent forth new branches" internationally is an unfolding adventure. Some of the people, deaf and hearing, who played important roles in NTID's history are also highlighted, as are events, milestones, buildings, and anniversaries. **26**



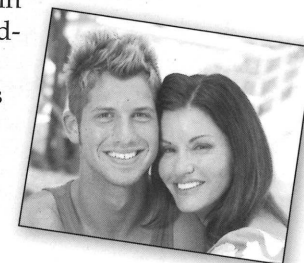
Cover and above photos of RIT's Bengal Tiger (dedicated November 1989) courtesy of NTID

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IN OUR NEXT ISSUE...

A bit of glitz! Martin Ritchie, a Deaf model appearing on Oxygen Network's *Janice Dickson Modeling Agency*, will be profiled in our October issue.



Deaf Life

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Deaf Life MAIL

Celebrating NVB: flying hands, electricity, and love

I received the package yesterday and want to thank you again. As I read through your magazine from cover to cover I was amazed at all the information you provide . . . it was very interesting to read about DPN, and more about the implant wars.

As far as the dedication to my Nancy, I can only say accolades to you for such a beautiful article. I appreciate the 2 copies of DEAF LIFE you sent to me and will share them with the rest of my family and then store them with my other memories of NVB.

I am sorry you were not able to make it to the Celebrate Nancy's life service. There were probably over 100 people there to share stories, view the slideshow, and visit together. The 'energy, electricity' in the room gave me goosebumps. It was a very 'noisy' room. For me and my sister Vicki, it was a fantastic first hand learning experience . . . There were Deaf, Deaf-blind, and hearing people. It was my first time

to see how deaf/blind communicate and I was mesmerized. As I watched 2 people communicating, it reminded me of a beautiful ballet as their hands danced back and forth, fingers moving so fast. (Alma teaches Deaf/Blind and some of her students were there). The 'noise' I refer to were all the people signing and hands flying everywhere I looked, arms, faces with exuberant expression. (It all made me think of how difficult and frustrating it must have been for Nancy when she lost the use of her hands.)

Matthew, thank you again, and if you ever get to the Miami/Ft. Lauderdale area, please get in touch with me so we can meet in person.

Pearl Blasser
Hollywood, Florida

Deaf Life MAIL

LETTER POLICY

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FOR HEARING PEOPLE ONLY

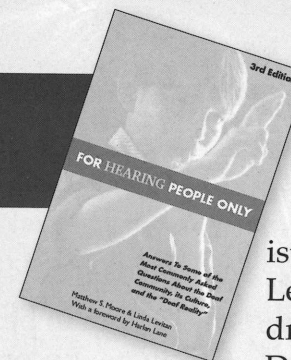
What was the Babbidge Report? And did it really call oral-deaf education a "dismal failure"?

In March 1964, Anthony J. Celebrezze, Secretary of the Department of Health, Education, and Welfare, appointed a committee of twelve non-governmental professionals to investigate the state of affairs in education of the deaf on the preschool, K-12, and college levels, and to give recommendations on how the quality of this education could be improved. Their 154-page report, issued in March 1965, is commonly said to have summed up the sorry state of deaf education as "a dismal failure."

Officially titled **Education of the Deaf: A Report to the Secretary of Health, Education, and Welfare by His Advisory Committee on the Education of the Deaf**, the report has long been informally known as the "Babbidge Report," after Homer D. Babbidge, Jr., President of Uni-

versity of Connecticut (Storrs), who chaired the Committee. Other members were:

- ♦ **LeRoy Duning**—Potter, Tyler, Martin & Roth Architects, Cincinnati, Ohio
- ♦ **G. Franklin Edwards**—Chairman, Department of Sociology and Anthropology, Howard University
- ♦ **Winfred Godwin**—Director, Southern Regional Education Board, Atlanta
- ♦ **Miriam Pauls Hardy**—Associate Professor of Otolaryngology, Hearing and Speech Center, John Hopkins Hospital
- ♦ **Leroy Hedgecock**—Consulting Audiologist, Mayo Clinic
- ♦ **Robert Lankenau**—Firestone Tire and Rubber Company, Akron, Ohio
- ♦ **Edgar L. Lowell**—Administrator, John Tracy Clinic, Los Angeles
- ♦ **Kenneth E. Oberholtzer**—Superintendent of Schools, Denver Public Schools
- ♦ **Margaret Hall Powers**—Director, Bureau of Physically Handicapped Children and Division of Speech Correction, Chicago Board of Education
- ♦ **J. R. Rackley**—Vice President for Resident Instruction, Pennsylvania State University, University Park*



Aided by staff and consultants, they held eight 2-day meetings, were "briefed by key Federal officials," solicited and collected extensive data from residential, day, private, and public schools and programs serving deaf students in the United States, and made field visits to Gallaudet College and schools here and in several European countries. An entire chapter in the report was devoted to an analysis of Gallaudet College, its structure, admissions policies, and governance, with a longitudinal profile of the 1959 preparatory class. Other topics mentioned: vocational training, racial integration, adult education, aging, gender bias, and multiply-handicapped deaf children.

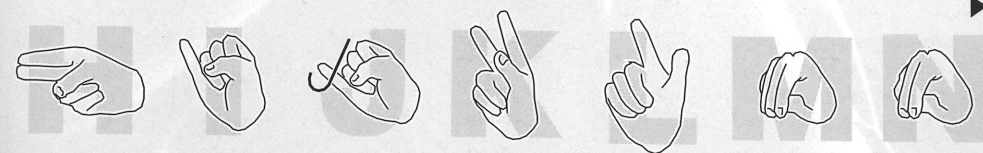
Two deaf men served on the Committee: Robert Lankenau, a Gallaudet alumnus ('42), chem-

ist, and community leader; and LeRoy Duning, an architectural draftsman, likewise involved in Deaf Community affairs. Of the hearing members, five, including Dr. Babbidge, had educational backgrounds (*hearing* education, that is); four had backgrounds in audiology, speech pathology, and oral-deaf education. Nowadays, we'd see this as biased and

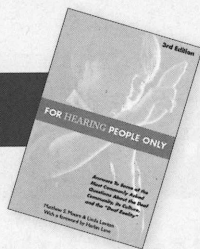
Five-sixths of the deaf population worked in manual trades, compared to one-half of the hearing population.

unethically imbalanced. In those days, it was business as usual.

The report starts off with a "Summary and Recommendations," which begins: "The American people have no reason to be satisfied with their limited success in educating deaf children and preparing them for full participation in our society," noting that deaf people weren't getting



FOR HEARING PEOPLE ONLY



an adequate education or career preparation. Five-sixths of the U.S. deaf population were employed in manual trades—e.g., factory work—compared to one-half of the hearing population. Few deaf persons had broken into the professional/white-collar

det's seniors "rank[ed] close to the bottom in performance on the Graduate Record Examination." Many deaf children had debilitating language deficiencies by the time they started school. The "Summary" went on to say,

The unsatisfactory state of education of the deaf cannot be attributed to any lack of dedication of those who teach and work with the deaf. The basic explanation lies in our failure to launch an aggressive assault on some of the basic problems of language learning of the deaf through experience or well-planned and adequately supported research, and in our failure to develop more systematic and adequate programs for educating the deaf at all levels.

The Dark Age of Deaf Education was not quite over. Oralism still dominated the deaf-ed landscape, and this is reflected in the Committee's comments—e.g., recommending "the availability of supplemental instruction by manual methods for those who

show inability to make progress under purely oral instruction"—all deaf students should be started in pure-oral classes and *only then* transferred to signing classes if they failed to make satisfactory progress—much the same kind of blinkered thinking prevalent in the 1890s.

Things were even worse in England and Europe, where the Committee noted "considerable opposition" to teaching methods that deviated from strict oralism.

As the predominant deaf-ed methodology here and abroad for the better part of a century, oralism might have been responsible for the "unsatisfactory state of education of the deaf"—but was evidently beyond criticism. Speech, lipreading, and aural training were the norm. Devices that supposedly enhanced students' residual hearing received the Committee's unquestioning approval. (One can imagine what they would have said about cochlear implants.) Although they dispassionately discussed "The Methods Controversy" in the introductory section, they refrained from condemning the sacrifice of

emphasis on acquiring a strong foundation in literacy to speech-and-auditory training. Signing-based approaches were considered a second-best choice. They couldn't take an objective, critical view of the manifold failings of oralism because they *endorsed* oralism. They saw clearly that there was a problem—and backed away from naming its cause. They described—and they denied.

Their educational ideal was classes in which deaf students were fully integrated with hearing students ("full inclusion" in today's jargon)—despite the catastrophic failure of early mainstreaming experiments, and the evidence that students in these programs were still being short-changed. They proposed to remedy the failures of oralism and mainstreaming by throwing more oralism and mainstreaming at them. ■ (To be continued)

* Dr. James A. McCain, President of Kansas State University, Manhattan, had to withdraw from the Committee three months after his appointment; he wasn't replaced.

Particular thanks to Brian Riley for his input.

Things were even worse in Europe; the report noted "considerable opposition" to non-oral approaches there.

sector—outside of teaching. Deaf students were graduating from high school with the equivalent of an eighth-grade education. Gallaudet College provided the sole means for a liberal-arts education, but its standards were low and its faculty not up to par. So many incoming students were so badly prepared for college that they had to enroll in the year-long Preparatory Program before beginning their freshman studies. Gallau-



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DeafPeople IN HISTORY

Some Advocates, Pioneers, and Forgotten Heroes

We all know who advocated for, and assisted in, the founding of Gallaudet University—John Carlin, John Jacobus Flournoy, Edward Miner Gallaudet, Sophia Fowler Gallaudet, Laurent Clerc, Amos Kendall—all are on record, an illustrious company. But whose idea was it to have a technical college for deaf people? Peter Nicholas Peterson, a vocational teacher at Minnesota School for the Deaf, is officially credited with proposing the establishment of “a national technical institute for the deaf” in 1930 (see page 30), but was he the first?

According to Harry G. Lang, when the NAD was founded in 1880, “‘industrial education’ was a priority issue to the Deaf community.”¹ Already. So the topic was discussed, and proposals made, well before the turn of the century:

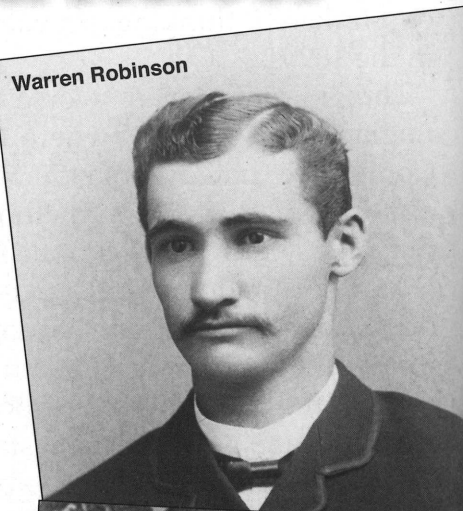
At the Conference of Principals and Superintendents of the America Schools for the

Deaf held in Colorado Springs in August, 1892, a proposal for the establishment of a “national technical training school for the deaf” was presented for discussion by F. D. Clarke from the Arkansas School for the Deaf. In September, *The Silent Worker* published a brief but provoca-

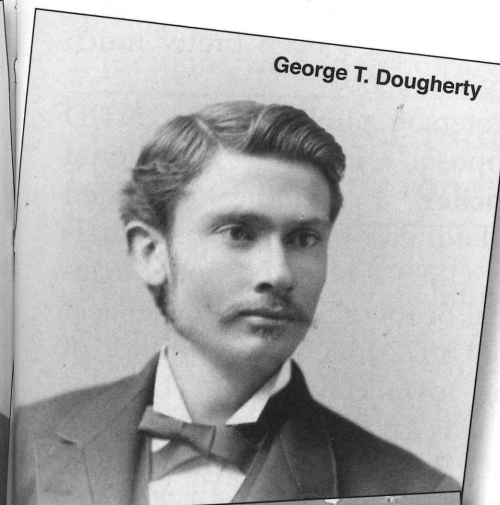
tive editorial comment: “By all means let us have a technical school. It is just as important as [Gallaudet] College in Washington. We should say that it is more important.” Proposals proliferated, including a suggestion by Warren Robinson, a deaf leader, that a “technical department” be added to Gallaudet College.²

Although Gallaudet added courses in architecture, chemistry, and other industrial subjects, these were insufficient to meet the need for an in-depth technical education. A few determined deaf people enrolled in regular university courses, but had to struggle through without support services.

An 1884 alumnus of National Deaf-Mute College (Gallaudet University), Robinson (1859-1921) taught at his *alma mater*, Wisconsin School for the Deaf, and publicly advocated for better industrial (i.e., technical and mechanical) opportunities for deaf-school graduates. Schools for the deaf, he argued, should incorporate high-quality industrial courses into their curricula. An authority on the topic, he chaired the Industrial Section of the NAD and edited the *Volta Review's* Industrial Department.. He founded and edited the *American Industrial*



Warren Robinson



George T. Dougherty



Alice Benedict Beardsley



Tom Lewis Anderson

Journal, which, although short-lived, was praised as a beautifully-designed magazine showcasing deaf people's capabilities. In his lifetime, he was well-known. Today, he is all but forgotten.

His contemporary, George T. Dougherty (1860-1938), alumnus of Missouri School for the Deaf, earned his Bachelor's and Master of Science degrees from National Deaf-Mute College; he also took a 2-year course at Polytechnic School of Washington University in St. Louis. He became a skilled assayer, and was Head Chemist and Metallurgist at the American Steel Foundries Company in Chicago for most of his career. He published numerous scientific articles in trade journals.

He was also actively involved in Deaf Community affairs. While still in college, he helped found the NAD, and served as first secretary and later vice president, chaired the 1893 World Congress of the Deaf in Chicago, and participated George Veditz's ASL-preservation film project, with an 8-minute presentation, "The Discovery of Chloroform." Harry Lang and Bonnie Meath-Lang note:

Since he was one of the first successful deaf scientists who graduated from a state school

for deaf children, the visibility of his work in the field of industrial chemistry served an important purpose in inspiring professional career aspirations in deaf youngsters.³

Not surprisingly, Dougherty advocated for better industrial-education opportunities for deaf people. And he's been pretty much forgotten, too.

Peterson published his "NTID proposal" in **The Vocational Teacher**, a periodical founded and edited by Tom Lewis Anderson (1888-1966), Vocational Principal of Iowa School for the Deaf from 1922 to 1940, and editor of **The Iowa Hawkeye**. "TLA," as he was known, was a pioneer in the VR field, and another forgotten hero of Deaf history. **The Vocational Teacher** was, as far as trade publications go, obscure—popular inside the community, but few outside of the network of deaf-school staff were familiar with it, and as it only lasted from 1930 to 1933, it cannot have had much influence. (For his outstanding work, TLA's *alma mater*, Gallaudet College, awarded him an honorary Doctor of Pedagogy degree in 1939.) TLA, incidentally, left ISD in 1942 to take the post of State Placement Agent for the Deaf, working from Texas School for the Deaf (while serving as

NAD president). He is credited with placing 400 deaf workers at North American Aviation Company, which had opened new war-industry factories in Dallas and Kansas City.

Jumping ahead to the dawn of the 1960s (and the beginning of the end of the Dark Age of Deaf Education), we find technical and

Skills certificate—with several perfect scores. She became NTID's legendary first interpreter, "the best ever." A tympanoplasty on her other ear had disastrous results, and she had to undergo a third surgery. As the hearing in her good ear faded, she gave up interpreting, but continued to do reverse interpreting (sign to

Any of these pioneers would make a fine choice for renaming NTID's Tower C.

white-collar opportunities for deaf people still severely limited. Alice Benedict Beardsley (1922-1997), an early-deafened woman active in local and state Deaf Community affairs, had had her hearing in one ear partially restored through a tympanoplasty (middle-ear surgery), and became Rochester's first professional interpreter. When NTID's National Advisory Board made a site visit to RIT's new campus in Henrietta, she was hired to interpret for Bob Panara, the NAB's sole Deaf member. When NTID was established, interpreters were needed. Beardsley applied, was turned down, reapplied, and was hired part-time in 1968, and moved up to full-time in 1969. After the RID was founded, she was one of the first to earn a Comprehensive

speech), trained interpreters in NTID's famed Interpreter Education Program, and taught ASL.

Although Peterson has been commemorated by having NTID's Tower B named after him, none of the others have been similarly honored. It would be fitting to see them recognized, in view of their varied contributions to technical education and NTID's history. ■

NOTES

1. Harry G. Lang, *Silence of the Spheres: the Deaf Experience in the History of Science* (Westport, CT: Greenwood Press, 1994, p. 91. There was considerable interest in Robinson's proposal.

2. *American Annals of the Deaf*, 37(1), 1892, p. 30; quoted in Lang, p. 91.

3. Harry G. Lang and Bonnie Meath-Lang, *Deaf Persons in the Arts and Sciences: a Biographical Dictionary* (Westport, CT: Greenwood Press, 1995), entry on Dougherty, p. 97.

Deaf Life Photos: George T. Dougherty, Tom L. Anderson—Gallaudet University Archives; Alice Beardsley—NTID..

Deaf Person OF THE MONTH

T. Alan Hurwitz

The joys and challenges of heading NTID

When I first came to work at the National Technical Institute for the Deaf in 1970, I was an education specialist in RIT's College of Engineering and College of Applied Science and Technology. NTID was still very much in the experimental phase. It wasn't known how well deaf and hard-of-hearing students would fit in on a campus filled with thousands of hearing students.

Coming from a college background that offered little or no support services, I immediately knew NTID was a unique resource. But it is more than that. I consider NTID to be a national treasure.

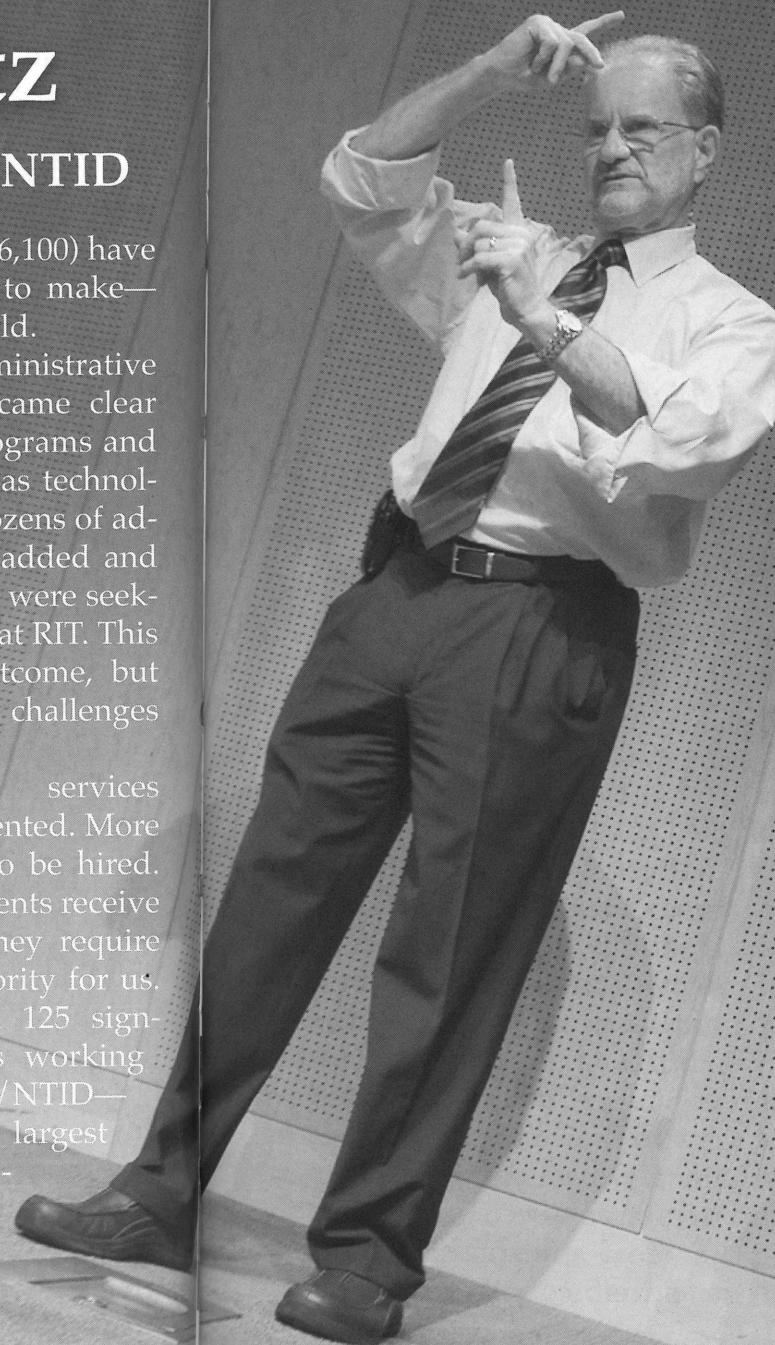
Those early years offered deaf students state-of-the-art education at the time. But just as important was the experience of meeting other deaf students with similar backgrounds. Couples met, married and had children. Some of those students' children are RIT/NTID students today! Our

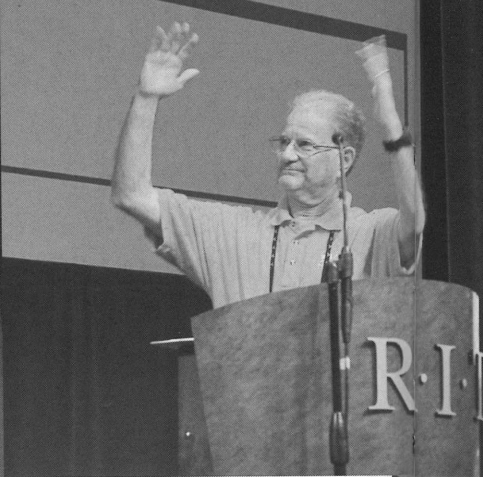
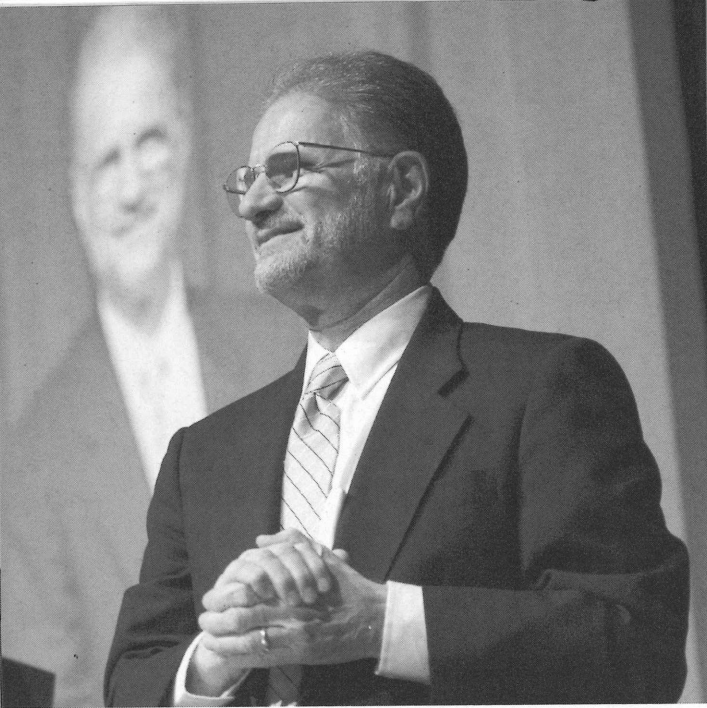
graduates (more than 6,100) have made—and continue to make—their marks in the world.

As I moved to administrative roles at NTID, it became clear that our academic programs and courses must change as technology was changing. Dozens of additional majors were added and more NTID graduates were seeking four-year degrees at RIT. This was a wonderful outcome, but one that brought new challenges as well.

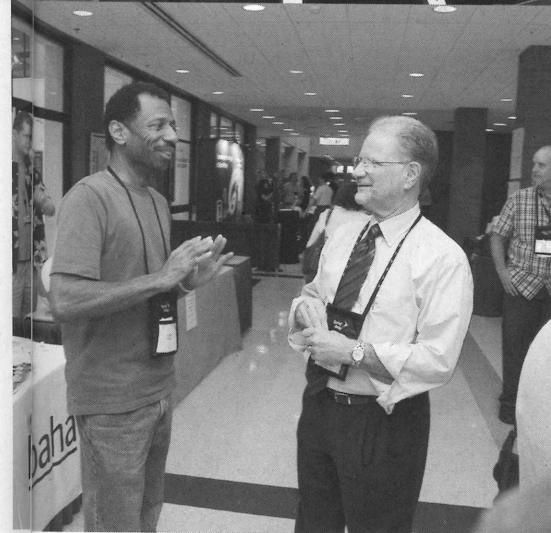
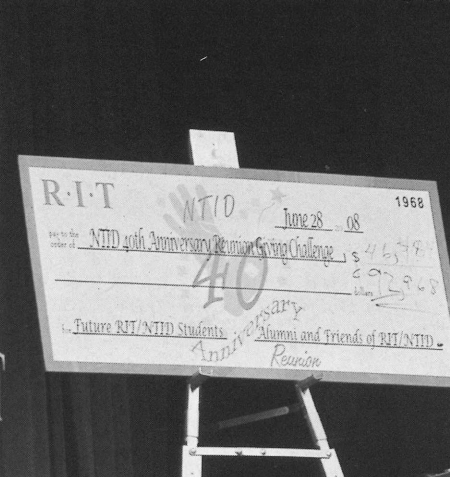
Additional access services needed to be implemented. More interpreters needed to be hired. Making sure our students receive the access services they require continues to be a priority for us. We have more than 125 sign-language interpreters working in classrooms at RIT/NTID—we're probably the largest single private employer of interpreters other than VRS companies. And we could

A longtime association with "a national treasure": Dr. Hurwitz gives a presentation.





At NTID's 40th Anniversary Reunion: greeting attendees, boosting the NTID Alumni Endowed Scholarship fundraising campaign; chatting with alumnus C.J. Jones.



use more.

As technology changed, so did our students' needs. And technology changed our students themselves. More than 250 of our students have a cochlear implant. Some of them have two. More incoming students do not know much sign language. At the same time, we embrace students who primarily use ASL. We are proud to be able to accommodate all of our students in the classroom, regardless of their communication preferences and needs.

Another obvious challenge we've faced over the past several years is finding qualified students to attend RIT/NTID. Once, we focused more of our outreach on

schools that serve deaf students. Twenty years ago, 44 percent of our students came from a school with a program for deaf students. Today, 75 percent of our incoming students come from mainstreamed schools without specialized programs for deaf students. Our outreach efforts, I'm happy to say, are finding those students. Hundreds of high-school students attend career-exploration programs each summer.

NTID is not only a place that provides education to students. It is also the home to PEN-International, which promotes collaboration of post-secondary education for deaf students in more than a dozen countries around the

world. NTID is home to the Center for Education Research and Partnerships, studying ways and means to improve education of children who are deaf and hard-of-hearing. NTID is home to the Center on Access Technology, helping deaf and hard-of-hearing students have equal access to information. NTID is home to the largest ASL interpreter program anywhere. We're proud of our

Theater and Dance programs offered to our students.

One aspect of my role as president is that I do a lot of traveling. I meet alumni, employers, and potential donors all over the country. I regularly make trips to Washington, D.C. to meet with education specialists and Congressional staffers. I attend several conferences a year, both in the U.S. and abroad. It is a lot of work, but I enjoy meeting everyone. I am delighted to have so many opportunities to talk about NTID.

And each time that plane takes off from the Greater Rochester International Airport, the last thing I recognize out the window in the blur as we fly away is the RIT campus. It stands out. Its tall brick buildings are easily recognizable among Rochester's trees and rooftops.

But RIT stands out in many other ways. We've been calling RIT a "Category-of-One" University. It's a term supported by current RIT President William Destler, describing a college that stands alone in the eyes of its constituents. I agree. And I know NTID is one reason RIT shines. ■

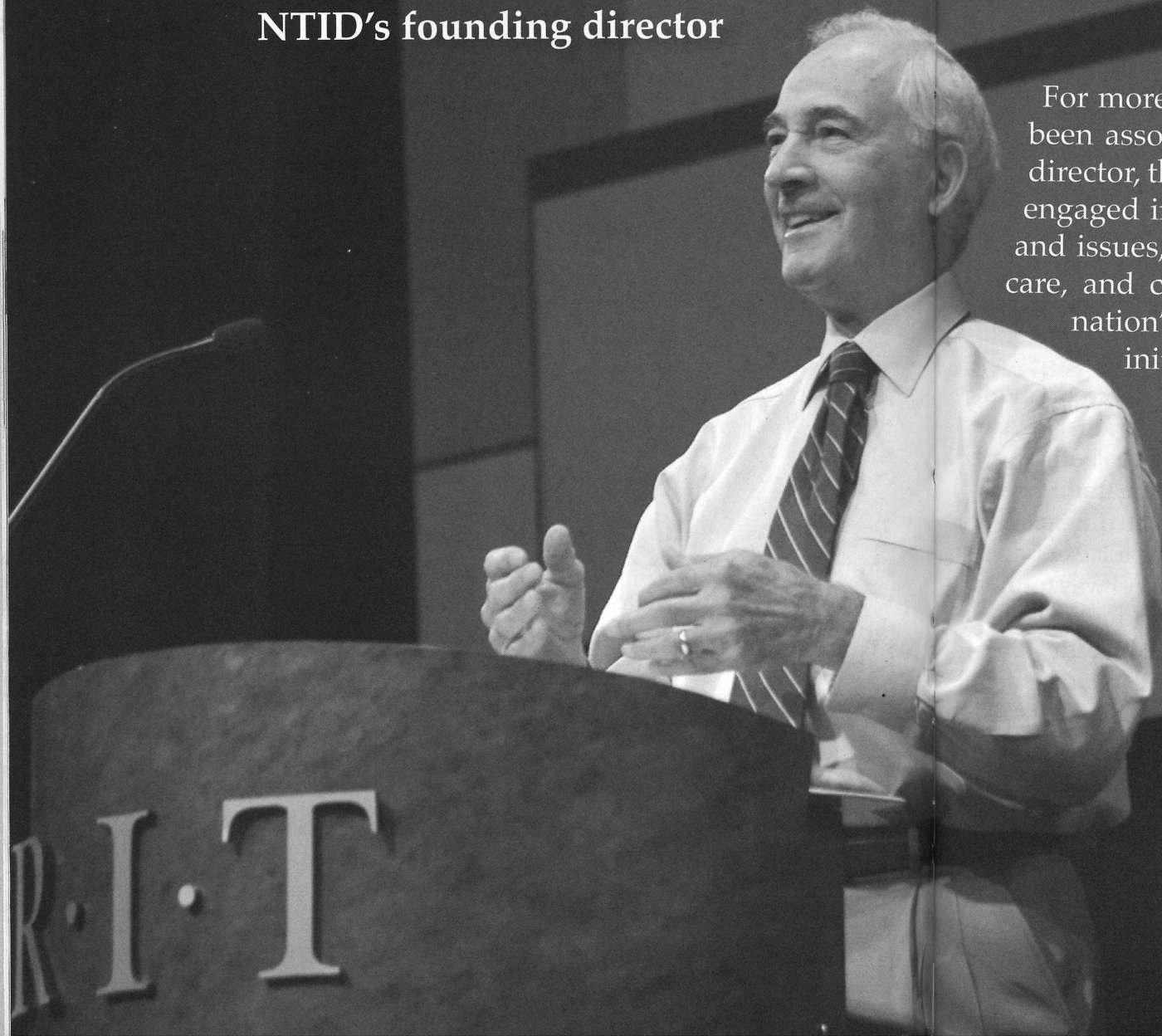
DeafLife Photos courtesy of NTID

FRIENDS OF **DeafPeople**

Dr. Robert Frisina

NTID's founding director

For more than 40 years, D. Robert Frisina, Ph.D., has been associated with RIT and NTID—as NTID's first director, then as a senior vice president, he was actively engaged in a wide range of community organizations and issues, focusing his energies on education, health-care, and cultural enrichment. He currently leads the nation's largest age-related hearing-loss research initiative—the International Center of Hearing and Speech Research. He never left—he just switched shingles. ►



**"An idea of epic proportions":
a first-person account**

Upon completing High School (Bradford, Pennsylvania) in 1943, I spent the next three years in the U.S. Army Air Corps where I served as a pilot in WWII. These years were a prelude to the excitement of a college education and determination of my life's work.

My acquaintance with Deaf persons began in Fulton, Missouri, the home of Westminster College and the Missouri School for the Deaf (MSD). I was invited to help coach and supervise youngsters enrolled at MSD while an undergraduate student at Westminster College where I played basketball and baseball. This new experience gave me a close-up view of Deaf students, faculty and staff, especially since I lived on the MSD campus for two years. Upon graduation from Westminster in 1949, I enrolled in Gallaudet's teacher training program where I earned an M.A. degree in Education (and coached Gallaudet's varsity basketball team). After returning to MSD for a one-year teaching assignment, I was invited back to Gallaudet as a teacher in the Kendall Elementary School and in Gallaudet's

Teacher Training Program. These two years of teaching enriched my background for graduate studies at Northwestern University, where I earned my Ph.D. in Audiology and Psychology. This was followed by an appointment to the faculty at Northwestern.

By the time of the NTID legislation, I had attained rather broad training and experience in matters pertaining to hearing, deafness, and education from preschool through university levels. In the fall of 1956 I left my post at Northwestern U. to help Gallaudet at a time it was embarking on its road to modernizing and gaining academic accreditation. I instituted its programs in Audiology and Speech Pathology, founded the Hearing and Speech Center to perform diagnostics, started a preschool for Deaf children and parents, and was founding Dean of the Graduate School. In the course of a decade these events enabled my active leadership participation in professional organizations at national and international levels. This included personal interaction with Special School executives in virtually every state and several nations. Educators of Deaf folks of those days were genuine friends as well



Dr. Frisina during his stint at Gallaudet College.

as professional colleagues. In my case it mattered not whether one espoused conflicting methodologies. Advancement of the youngsters was the issue. Although not on the horizon during that decade, this experience-rich background in time would come to serve NTID well as it embarked on its pioneering experiment in higher education.

When the NTID Enabling Legislation, Public Law 89-36, was passed by the U.S. Congress in 1965, two significant realities existed. First, access to higher ed-

ucational institutions by Deaf students leaving secondary programs was severely limited. Only a few (less than one percent) of the total population of US college age deaf persons were enrolled and most were in the special liberal-arts college for the Deaf, Gallaudet. As a group they were ill-prepared academically relative to their hearing peers who were entering colleges and universities at an unprecedented rate. The average Deaf school leavers' reading levels were less than eighth grade. The second reality facing Deaf youth and adults was the dismal employment conditions of Deaf people. More than eighty percent were in unskilled and semi-skilled jobs. Those who were not, for the most part worked as Linotype operators in the newspaper and publishing industries or as teachers and counselors in residential schools for the deaf across the country where most of them had received their education.

In the face of these nationwide circumstances was the torrid pace of technology and the changing workforce from predominantly manufacturing to service industries. Future employment would require advanced technical and literacy skills to replace the phys-

ical constructs of manufacturing and to compete in the open marketplace. It became apparent to those with experience that *conventional* higher education was not the solution. *A unique educational enterprise taking into account the educational, communication, and psychosocial status of Deaf youth would be necessary.* In short, that was the

son and I had opportunities to exchange views on a wide array of subjects germane to their interests. Both these men deservedly have a special and noteworthy place in the history of RIT.

RIT was an institute-in-transition when it applied for the sponsorship of NTID. Although the full implications of its move from

"Failure was not an option. . . . NTID has shown that professional, technical, and managerial positions are readily attainable by deaf persons."

justification for NTID. The "why" of NTID. And its hope!

My acquaintance with RIT began as a Consultant to the Department of HEW. I was asked to evaluate the ability of RIT to furnish hearing and speech services to NTID students, should it be selected as the site. A second visit with the legal counsel of the Senate Subcommittee on Legislation asked for an overall assessment. These visits allowed a comprehensive view of the Institute's programs and facilities. RIT's new suburban campus was under construction with occupancy two years away. During these visits, Chairman of the Board, Arthur Stern, and President Mark Elling-

a downtown school to an 1800-acre suburban campus had not surfaced, there was little doubt that new vistas were opening.

RIT was selected as the sponsoring institution for NTID over three other competing universities. The common feature among the latter was experience in graduate-level training of professional personnel to work in the area of deafness. None had experience in technical education. In contrast, RIT had no organized experience with Deaf students but had a long and successful record of technical training. The selection committee felt that it could import expertise in deafness in order to capitalize on the technical competence of

RIT. It was also the committee's judgment that the size and nature of RIT and its new soon-to-be-occupied campus was such that deaf students would have a better chance for socialization in a new well-defined suburban space.

Many people would love to have such an opportunity to create a new college. But for me that was not the issue. The issue was one of NTID's potential value to Deaf people. In my judgment the idea of an NTID was of epic proportions in the history of Deaf people. There were no good examples of why placing a group of Deaf students side-by-side with hearing peers whose academic preparations were so discordant should succeed. A check with the Legal Counsel for the Senate Subcommittee on Legislation assured me this was the last national effort that would likely come in the area of deafness. Thus, failure was not an option. To fail would relegate Deaf people to continued decades of underemployment, dependencies upon government largesse, and would inflict a serious blow to the promise of economic and social progress that was their due. My decision to go forward with NTID was seen by me as a professional responsibility

to the history of deafness and one not to be taken lightly. It was for this reason I gave up the exciting and productive leadership position that Gallaudet's President Leonard Elstad and Dean George Detmold genuinely had provided me.

In January 1967 my tenure at RIT began as the founding Director of NTID and Vice President of RIT.

[My proudest achievement at NTID]: Raising the aspirations of deaf youth and producing graduates who are succeeding in the wide world of work. When we began NTID, 85% of deaf adults were employed in unskilled and semi-skilled jobs. NTID has shown that professional, technical, and managerial positions are readily attainable by deaf persons. The reality of obtaining economic parity in the open marketplace has been achieved. And the intent of the NTID legislation has been maintained.

The NTID experiment has succeeded beautifully and RIT has proved to be an outstanding host institution for this Federally-sponsored program. ■

Deaf Life Photos: pp. 18-19, courtesy of NTID; p. 21, Gallaudet University Archives

Bye, bye, Bell!

Tower C to be renamed

It's official—NTID's Tower C, "Alexander Graham Bell Hall" since 1979, is to be renamed. The commemorative plaque of Bell (inset) was removed on May 19, leaving an empty vestibule wall (large photo). Responding to an outpouring of E-mails, letters, a petition drive organized by the Orange and Brown Coalition, and face-to-face appeals, Dr. Hurwitz withdrew his original plan to keep the old name with a reworded plaque. He recommended to Dr. Destler and the Board of Trustees that Tower C be renamed. This was announced in an open letter to the NTID community on June 30. On July 28, he followed up with a confirmation that his recommendation had been accepted, and thanked the NTID community for communicating its opinions in a forthright but civil manner. The community, in turn, thanks him for listening. ■



DeafLife

COVER STORY



**NTID's 40th
anniversary: a timeline**

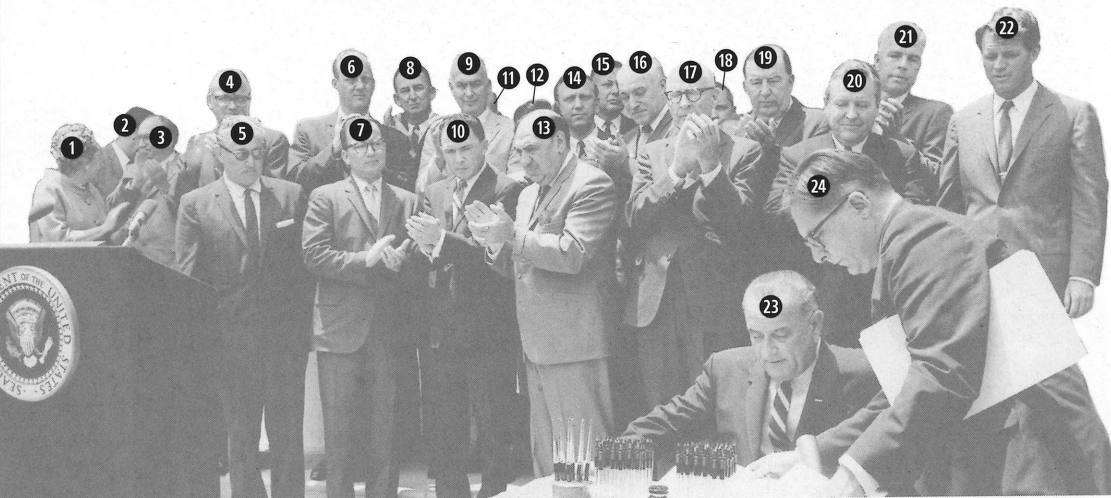


PHOTO KEY

1. Mary E. Switzer (1900-1971), Commissioner of the Vocational Rehabilitation Agency (renamed Rehabilitation Services Administration) for the U.S. Department of Education, 1961-1970
2. Rep. Hugh L. Carey (?) (b. 1919), D-NY, 1960-1974 (obscured)
3. Wilbur J. Cohen (1913-1987), Undersecretary of the Department of Health, Education, and Welfare, 1960-1965
4. Rep. James G. O'Hara (1925-1989), D-MI, 1959-1977
5. Rep. John Herman Dent (1908-1988), D-PA, 1958-1978
6. Rep. Carlton Ralph Sickles (1921-2004), D-MD, 1963-1966
7. Rep. William D. Ford (1927-2004), D-MI, 1965-1995
8. Rep. Sam Gibbons (b. 1920), D-FL, 1963-1997
9. Rep. Frank Thompson, Jr. (1918-1989), D-NJ, 1955-1980
10. Rep. Lloyd Meeds (1927-2005), D-WA, 1964-1979
11. Rep. James H. Scheuer (?) (1920-2005), D-NY, 1964-1973 (obscured)
12. Rep. Roman C. Pucinski (?) (1919-2002), D-IL, 1959-1973 (obscured)
13. Anthony J. Celebrezze (1910-1998), U.S. Secretary of Health, Education, and Welfare, 1963-1965
14. Rep. John Brademas (b. 1927), D-IN, 1959-1981
15. Rep. William D. Hathaway (b. 1924), D-ME, 1965-1973
16. Sen. Joseph Lister Hill (1894-1984), D-AL, 1938-1969
17. John William Gardner (1912-2002), Secretary of Health, Education, and Welfare, 1965-1968
18. Rep. Paul Findley (?) (b. 1921), R-IL, 1961-1982 (obscured)
19. Sen. Jennings Randolph (1902-1998), D-WV, 1958-1985
20. Sen. Ralph W. Yarborough (1903-1996), D-TX, 1957-1971
21. Senator Peter Hoyt Dominick (1915-1981, R-CO, 1963-1975
22. Sen. Robert F. Kennedy (1925-1968), D-NY, 1965-1968
23. Lyndon B. Johnson (1908-1973), President of the United States, 1963-1969
24. White House page (unidentified)

Not visible:

- Francis Keppel (1916-1990), U.S. Commissioner of Education, 1962-1965
 Harold "Doc" Howe II, (1918-2002), U.S. Commissioner of Education, 1966-1968
 Rep. Dominick Daniels (1908-1987), D-NJ, 1959-1977
 Rep. John Edward Fogarty (1913-1967), D-RI, 1944-1967

Rep. Patsy Mink (1927-2002), D-HI, 1965-1976

Rep. James Roosevelt (1907-1991), D-CA, 1955-1965

Rep. Ralph James Scott (1905-1983), D-NC, 1957-1967

NOTES

The signing of the NTID Act took place on Tuesday, June 8, 1965, from 12:50 to 1:05 p.m., according to LBJ's White House log. The location was the South Portico of the West Wing, overlooking the Rose Garden. Behind the fanlights is the Cabinet Room.

A total of 60 guests attended the ceremony; 22 appear in Abbie Rowe's photograph, although only 19 are clearly visible.

LBJ used several dozen Esterbrook Inkomat fountain pens (approximately 80 are shown in the photo) to sign several copies of this bill; the pens were then presented to the guests.

Photographer Abbie Rowe (1905-1967) worked for the National Park Service in Washington D.C., and had unprecedented access to the official activities of five Presidents from 1941 through 1967—FDR through LBJ. He photographed official ceremonies, visits by dignitaries, signing of legislative bills, and all sorts of events of state, serious and lighthearted. Among his most historically-significant photos are those recording the process of the dismantling, demolition, and rebuilding of the White House during the Truman Administration.

We wish to thank Greg Livadas of NTID and Margaret Harman, Renée Gra-vois, and Claudia Anderson of the LBJ Library for their invaluable help.

The Lyndon Baines Johnson Library and Museum (to give its official name) is located in Austin, and definitely worth a visit. There are events and exhibits celebrating the centennial of LBJ's birth.

<http://www.lbjlib.utexas.edu/>

Deaf Trivia

fun & forgotten facts

HOLLYWOOD HOTSPOTS

What is significant about the 1989 TV-movie *Bridge to Silence*?

For answers, visit www.DeafTrivia.com!

1930

Peter N. Peterson (below), a deaf teacher at the Minnesota School for the Deaf, publishes a proposal in **The Vocational Teacher**: "A national technical institute for the deaf . . . located in a large manufacturing city, is what deaf young America needs more than anything else . . . such an institute should include sev-

eral buildings filled with modern machines, appliances, tools, materials, school buildings, dormitories . . . a gymnasium, library, tennis courts, trees, shrubs, flowers, a director . . . a staff of competent instructors, and 500 students. A national technical institute for the deaf. A dream, yes, and a reality." His proposal will ultimately prove more prophetic than he could have imagined.

1963-1965

The rubella (German measles) epidemic causes 8,000 cases of prenatal deafness in the United States alone—20% of the nation's deaf population.

1964

March: Anthony J. Celebrezze, Secretary of DHEW, appoints an Advisory Committee on the Education of the Deaf, chaired by Dr. Homer D. Babbidge, President of the University of Connecticut. Their task is to conduct a study of the current state of deaf education and report on its progress. Only two of the 12 committee members are deaf; several others have an oralist bias.

July: Taking up a much-repeated theme, NAD President Robert G. Sanderson addresses an NAD workshop in Knoxville, Tennessee: "The deaf must have better educational opportunities and vocational training."

October: "A Workshop on Improved Vocational Opportunities" at the University of Tennessee, Knoxville, endorses a proposal for the establishment of a National Technical Institute for the Deaf.

1965

February 11: Education of the Deaf, or the "Babbidge Report," as it's commonly known, is officially submitted to Secretary Celebrezze and made public. It describes education of the deaf (which is still primarily governed

by rigid adherence to oralism) as "our failure." Addressing the ongoing problem of deaf people's limited postsecondary options and their disproportionately high "manual-trade" employment and under-representation in professional and nontraditional fields, the **Report** also recommends the establishment of "a national technical institute exclusively for the deaf."

April 1: Senator J. Lister Hill (D-Alabama) introduces bill S 1650. Companion bills are introduced by New York Congressman Hugh L. Carey of New York (HR 7031) and John Fogarty of Rhode Island (HR 7100). Rep. Carey (below) authors the final version of the bill, the "National Technical Institute for the Deaf Act." It



requires that a co-educational NTID be established in an existing postsecondary institute and that it provide for at least the baccalaureate degree. It also mandates the immediate establishment of a National Advisory Board on the Establishment of NTID (NAB) to advise the Secretary of DHEW on NTID.

May 17: Rep. Carey brings up the NTID Bill on the floor of the House. It passes unanimously.

June 8: At a ceremony in the Rose Garden, President Lyndon B. Johnson (below) signs the "National Technical Institute for the Deaf Act," which becomes Public Law 89-36. Congressman Carey and Senator Hill are among the 60 invited attendees.



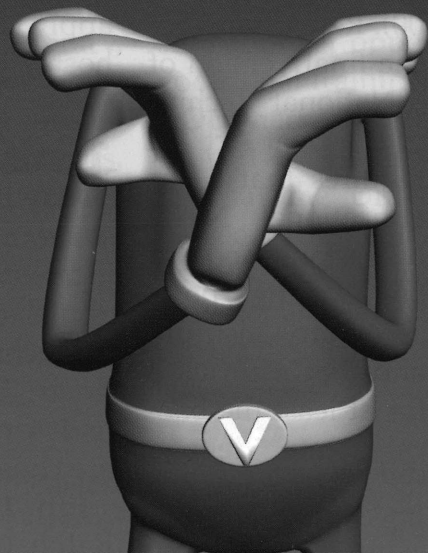
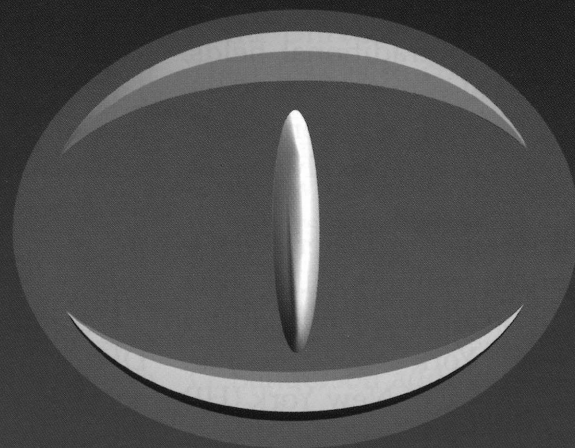
December 30: DHEW invites colleges and universities around the country to apply for sponsorship (serving as host institution) of NTID.

1966

May 27: Of the initial 20 universities interested in having NTID located on their campuses, four applicants—Rochester Institute of Technology, University of Illinois, University of Pittsburgh, and University of Tennessee—are chosen for site visits.

July 19-21: The NAB, with Dr. Ralph L. Hoag as staff director, visits Rochester Institute of Technology. (Founded in 1829 as the Rochester Athenaeum, later renamed the Mechanics Institute,

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it has recently relocated from the downtown area to the southern suburb of Henrietta, so its new campus is in an early stage of construction.)

November 14: Rep. Carey announces that RIT has been chosen as the sponsoring institution for NTID.

December 20: DHEW Secretary John Gardner signs the contract awarding RIT the right of sponsorship of NTID. NTID is formally established.

1967

February 1: Dr. D. Robert Frisina, Dean of Gallaudet College's Graduate School (left), is appointed NTID's first director.

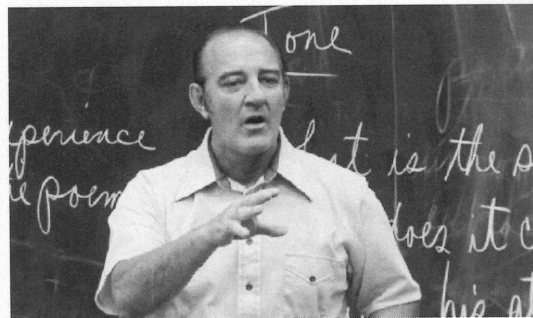
Dr. Robert F. Panara, Associate Professor of English at Gallaudet and the only deaf member of the NAB (above right), becomes RIT's first deaf professor.

Dr. Lloyd Ambrosion is appointed NTID's first dean, but dies of a heart attack before he can begin work.

June: The NTID Advisory Group (NAG) is formed to assist Dr. Frisina in the development of educational programs.

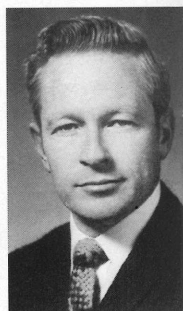
1968

April 1: Dr. William E. Castle, Associate Secretary for Research and Scientific Affairs, American Speech and Hearing Association, is appointed as assistant to the Vice President and Director of NTID.



September 15: A pilot group of 70 deaf students arrives at RIT, where 14,000 students are enrolled. This group (opposite, top) is affectionately known as the "Pioneers." Kevin Nolan is the first to enroll. Classes are held in RIT buildings. 64 of these students will receive certification.

September: Dr. Castle (right) appointed Dean of NTID.



1969

NTID's first technical-degree programs—architectural drafting,



mechanical drafting, machine-tool operation, and office practice and bookkeeping—are offered. (Today, NTID offers over 20 programs that lead to certificates, diplomas, or associate degrees, and advanced-degree programs.

The Student Interpreter Training Program, a forerunner of the Basic Interpreter Training Program, is founded by Richard Nowell and E. Ross Stuckless. NTID is the first college in history to offer such a program.

Vestibule programs are initiated to orient deaf students to post-secondary experience.

Graduate Internship Program established.

Temporary buildings on the west side of campus are constructed to alleviate space problems.

Mark Ellingson, RIT's fifth President, who has served since 1936, retires. (He is succeeded by Paul A. Miller (1969-1979).

NTID Student Association (renamed NTID Student Congress

[NSC] in 1971) is founded, with Steve Schultz as its first president.

1970

Free University established to offer courses in manual communication to RIT faculty, staff, and students.

The Summer Vestibule Program (SVP) is established (below). 150 newly-admitted students participate.



Technical programs increase from 4 to 31.

The first deaf students participate in the cooperative-education program.

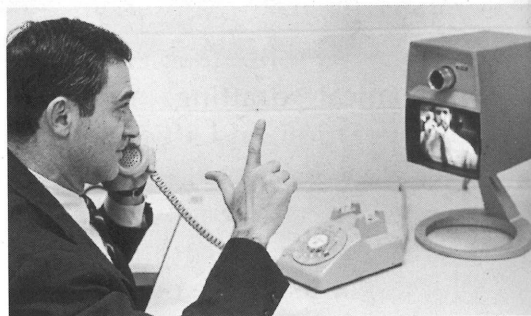
Certificate and diploma programs, including Associate de-

grees, are initiated at NTID.

Dr. T. Alan Hurwitz, electronics engineer and numerical-control programmer at McDonnell Douglas Corporation, arrives to teach mathematics, electronics, and computer science.

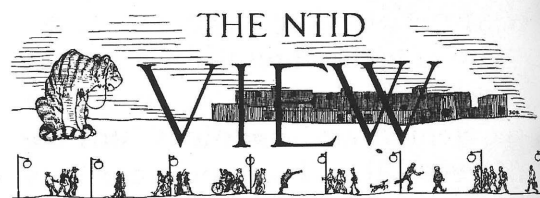
The NTID Drama Club is established with Guy Wonder as first president (below). Core members include Bob Panara and Loy Golladay (faculty), Freddie Gravatt, George Payne, Mike Deninger, Kevin Nolan, and

maintain and their lines are incompatible with standard phone lines. There will be a long wait between their disappearance and the arrival of videophones.)



The View, a newsletter (below), is NTID's first student publication. Steve Schultz is editor. (It's later renamed **NSC Journal**, then **The Eye**. It's now **The Eagle's Eye**.)

Blueprints (opposite, top) for NTID's first buildings are approved.



1971

Social Work (BSW) program initiated at RIT, providing a new option for deaf students.

NTID Drama Club hosts the First Annual Golden Awards Night. Pauline Spanbauer and

Chuck Baird (students).

April 1: NTID's first performance, *The Marriage Proposal*, is mounted.

Vistaphones (above right) are installed in several locations and used for visual communication by faculty, staff, and students. (They remain for 13 years. Much appreciated by signers who can have ASL conversations over the phone, they're ultimately removed because they're costly to



Tom Orscher win as Best Actress and Best Actor.

June 4: Groundbreaking ceremonies (below) for NTID's core



academic building, "LBJ." Linda Kessler (Miss NTID), Charles Jones (Mr. NTID), and Barbara Kowalczyk and Thomas Tyberg (RIT student interpreters), do the

spadework.

June 5: NTID graduates its first class of 54 (right), in RIT's commencement exercises.



The first 8-week SVP is established. 81 new students are enrolled.

Dean Sigler (left) becomes the first deaf student to join RIT's hockey team.

1972

An NTID film, *The Silent Drum*, is awarded the CINE Golden Eagle, the highest honor given by the Council on International Non-Theatrical Events.

June 11-14: NTID hosts the Jr. NAD Convention, with Susan Mozzer Mather and Barbara Wood of the NSC as co-chairs.

The first Miss NTID Pageant is held. Jorjan Neri is crowned Miss NTID.

The first Annual RIT/Gallaudet Weekend, co-founded by NSC and Gallaudet's Student Body Government (SBC), is held on RIT campus.

Ted Lord becomes president of the RIT Ski Club, the first deaf



president of a hearing campus organization. The logo is designed by David Leigh, a deaf artist from New York City.

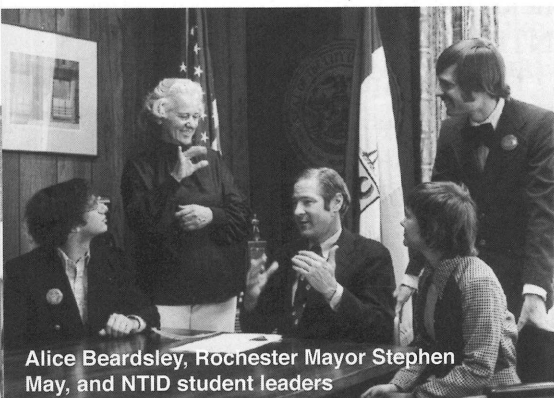
Experimental Educational The-

atre (now called the Performing Arts Department), Division of Advanced Programs, and Community Interpreter Training Program established.

1973

October 5: NTID sponsors "Listen to the Deaf Week" (below).

Student Congress establishes Student Advisory Groups for 5



Alice Beardsley, Rochester Mayor Stephen May, and NTID student leaders

technical-education areas.

Kevin Nolan is invited to serve on the NAG—the first deaf RIT alumnus to do so.

Janis Cole is elected RIT's Homecoming Queen, the first deaf student to win.

November 10: NSC hosts the first Deaf Hockey Tournament (top right).

1974

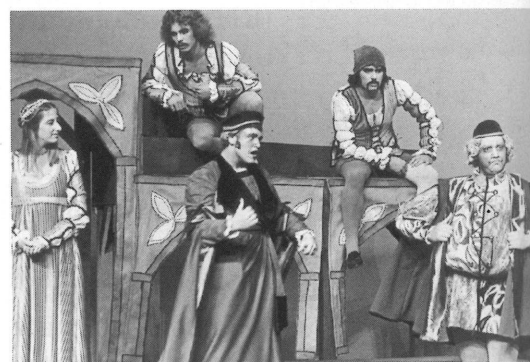
NSC's wooden eagle emblem



is designed by Stephen Weinhart and carved by James Grigsby.

October 3: NTID's Experimental Educational Theatre, "an outlet for creative expression," presents *The Taming of the Shrew* (below). It's the group's first production in NTID's new auditorium/theater, later renamed the Robert F. Panara Theatre.

October 5: Construction of the \$27.5-million complex (opposite page) having been completed,

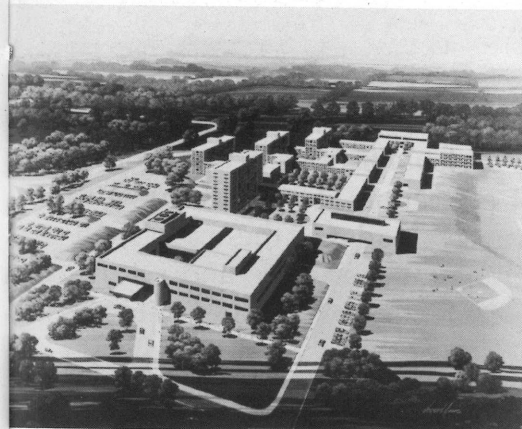


dedication ceremonies are held for the core NTID facilities—the academic building, three residence halls, and dining commons.

NTID Alumni Programs and NTID Alumni Association created.

1975

The first NTID alumni club is established in Chicago.



An In-House Co-op program is established, giving cross-registered students in RIT's Fine and Applied Arts (now College of Imaging Arts and Sciences) programs an opportunity to apply classroom theories and techniques.

The first NTID vs. West Germany Volleyball Tournament is held at the old RIT Gym.

NTID initiates its Tutor/Note-taker training program.

NTID's first elected Alumni Advisory Council is established; its first officers are Gerald Nelson, Kevin Nolan, and Howard

Mann.

April 18: The Eastman Kodak Company donates artist Harry Bertola's tree-sized dandelion sculptures of gold-plated welded steel to RIT. Originally commissioned for the Kodak Pavilion at the 1964-65 World's Fair in Flushing Meadows, New York, they adorn the central courtyard of the LBJ Building until its dismantling in 2000.

1976

NTID's first Mini-Convention offers professionals from other schools and universities an opportunity to share ideas with NTID professionals.

The Fine Art Gallery is established.

1977

Dr. Frisina is promoted to Vice President of RIT. Dr. William Castle becomes NTID's second Director, also Dean.

Howard Mann becomes the first coordinator of the NTID Alumni Association.

1978

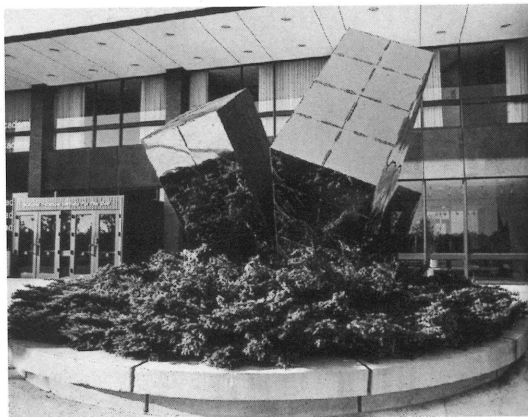
February 19: A fire—caused by a burning cigarette—breaks out on the 5th floor of Tower A North.

Extensive damage results, but nobody's injured.

The National Center on Employment of the Deaf (now NTID Center on Employment) is established to serve as a national agency and authority on employment of deaf people (left).

Sunshine and Company (below) is formed, composed of NTID faculty, staff, and students.

NTID's 10th Anniversary and first alumni reunion. Half of NTID's alumni to date return to campus for a 3-day summer celebration.



lo's visualization of the concept of education as a process which teaches students the art of analyzing, taking apart, and putting together knowledge and information in new and creative ways.

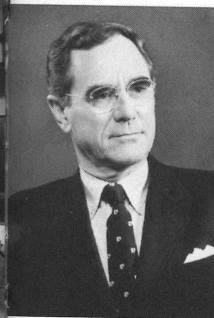
10th Anniversary Colloquia Series held.

The NTID Combo, believed to be the nation's only deaf college-level musical group, is formed by NTID Performing Arts music teachers Robert Mowers (below) and Diane Habeeb.



RIT alumnus Carl Zollo creates the Split Cube sculpture (top right) to commemorate NTID's 10th anniversary. The shiny metal cubes symbolize learning—Zol-

1979



Dr. M. Richard Rose (left) becomes RIT's seventh President.

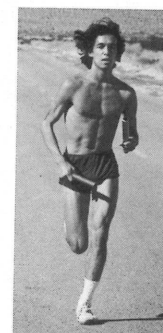
April: NTID Chapter of the A. G. Bell Association's Oral Deaf Adult Section (ODAS) is formed by Kevin Nolan and NTID students. (It's now called the Oral Hearing Impaired Section.)



The NSC softball team, "Budweiser," wins the championship at the AAAD National Softball Tournament hosted by Cleveland Association of the Deaf (above).

Mark Blesch, NTID student (right), helps RIT set a new transcontinental cross-country record.

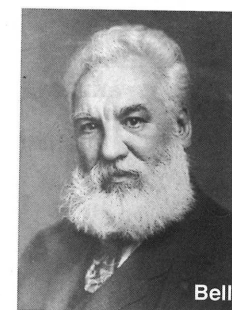
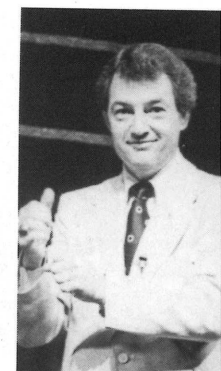
Dr. William Castle is appointed Vice



President of RIT for NTID, and Dr. Milo Bishop (right) is appointed third Dean of NTID.

NTIDLife Yearbook launched.

October: The Lyndon Baines Johnson Building, Mark Ellingson ("Tower A"), Peter N. Peterson ("Dorm B"), and Alexander Graham Bell Halls ("Dorm C") and Hettie L. Shumway Dining Commons are officially named. Ellingson was RIT President; Shumway was the first person to propose bringing NTID to RIT. Lady Bird Johnson, keynote speaker, plants



a tree in front of the building later named in memory of her husband (see next page).

Joint Educational Specialist Program established between RIT and University of Rochester to train secondary teachers of deaf students.



1980

Sunshine Too! created as successor to Sunshine and Company. It's a touring theatrical-educational-outreach program comprised of three deaf and three hearing performers. (At left: a piratical Ed Aletto of the 1980-81 company.)



Creative Arts Program in Complementary Education launched.

July: Alumnus Mary Beth Barber (top right) is crowned Miss Deaf America at the NAD Centennial Convention in Cincinnati, Ohio.

Hearing students are offered a 2-year Associate Degree program in Interpreting for the Deaf. Fifteen students enroll.

Lyon Memorial Lectureship established to honor Edmund

Lyon (1855-1920), a local philanthropist, inventor, and manufacturer, and trustee of Rochester School for the Deaf and RIT. Distinguished deaf persons are invited to campus each year to visit and address the campus community.

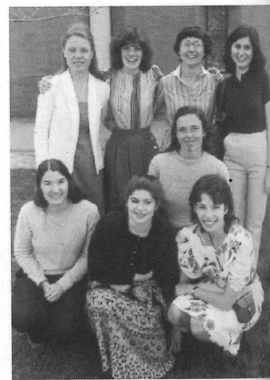


1981

Fall: Student Communication Center (SCC) is founded by Matthew S. Moore (right) as a student-run media center serving NTID students via a newspaper (**Perspectives**) and television. (It becomes the Student Television Network—STN—in 1984).

The Educational Interpreting Associate Degree program accepts its first students.

(At right: the program's first eight graduates.)



1982

To accommodate the increasing number of deaf students enrolling at NTID, construction of Hugh



L. Carey Building (#14) begins (see bottom). The growing enrollment reflects the "bulge" in the deaf population caused by the 1960s' rubella epidemic that doubled the number of congenitally-deaf babies. They are now teenagers, and NTID is preparing for them.

September: Dr. Peter Pere (above) is appointed fourth Dean of NTID.

The new Department of Physical Education and Athletics is established.

1983

NTID Combo tours Europe.

December 20: NTID celebrates its 15th anniversary.



1984

4th Annual Convention of the National Association of Hearing Impaired College Students. Over 50 students from colleges nationwide attend, with David Nelson as NAHICS president.

Kathy Greene becomes the first female NSC president.

On his retirement, Loy Golladay (right) is named NTID's first Professor Emeritus.

August: The "rubella bulge" pushes NTID's enrollment to an all-time high of 1,319.

Dr. James J. DeCaro (below) appointed fifth Dean of NTID.

Hugh L. Carey Building dedicated.

Dr. Robert H. Weitbrecht Telecommunication Lab dedicated.

Mary E. Switzer Art Gallery dedicated.

Whitney Moore Young, Jr., Staff Resource Center dedicated.



1985

"Explore Your Future," a technical-career sampling program for high-school juniors, is initiated.

ASL Lecture Series begins.

Goals and strategies for NTID are developed; the Affirmative Action Advisory Committee is established.

Ebony Club is co-founded by Aurora Lamour and Tawanda Johnson.

1986

Federal Endowment Matching Grant Program established.

1987

NTID offers its first Associate in Occupational Studies Degree (AOS) program, providing deaf students with high-level training without the liberal-arts requirements needed for other degrees. Eight AOS programs are now offered, including Applied Computer Technology, Arts and Imaging Sciences, Laboratory Science Technology, and Applied Optical Technology—among numerous other Associate and 4-year degree options.

The Communication Task Force is created to establish Institute

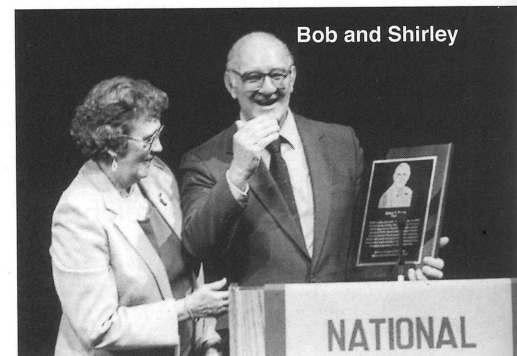
guidelines for faculty sign- and oral-communication skills development.

1988

March 6-13: The "Deaf President Now" uprising at Gallaudet University electrifies the Deaf community and captures the world's attention. Many NTID students go south to join in. Several busloads arrive too late for the protest but just in time for the victory celebration when, on March 13, Dr. I. King Jordan becomes Gallaudet's first deaf president.

May 19: Bob Panara retires, and gets a surprise: NTID's theater is dedicated in his honor (below).

The Educational Development Outreach Project is initiated.



July 18: Brandi Sculthorpe (next page) is crowned Miss Deaf America at the NAD convention in Charleston South Carolina, the second NTID student to win.

November 10: Dr. Jordan comes to NTID and talks to students, staff, and faculty about DPN and the process of making changes.



Bonnie Poitras Tucker, attorney and Associate Professor of Law at Arizona State

University College of Law, becomes the first deaf member on RIT's Board of Trustees. (She's oral-deaf.)

December 20: NTID celebrates its 20th anniversary.

1989

International Center for Hearing and Speech Research established.

Educational Development Outreach Project initiated.

Asian Deaf Club is established by Richard Lin and Ricky Tom.

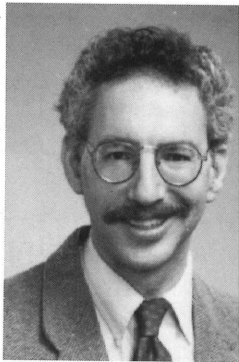
NTID publishes Dr. Ralph L. Hoag's history, **The Origin and Establishment of the National Technical Institute for the Deaf: A Report on the Development of NTID, a Special Federal Project, Sponsored And Authorized by the United States Congress.**

1990

Andrew Mayer (right) becomes the first administrator for NTID Alumni Relations.

NTID's first TTY pay-phone (below) is installed.

March 13: Get Rid of Deaf Oppression (GRDO) student group holds an "ASL" demonstration in front of the LBJ. Harlan Lane, author of **When the Mind Hears** and **The Mask**



of Benevolence, a distinguished hearing historian/scholar of the Deaf community, comes to NTID to make a presentation about deaf oppression.



August: NTID hosts the 17th International Congress on Education of the Deaf.

Fall: NTID's first international students arrive. 17—one each from Australia and Japan and 15 from Canada—begin their studies at the Institute (see next page).

Office of NTID Alumni Relations established.



1991

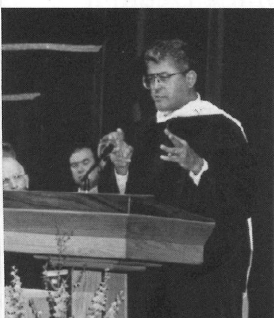
The Strategic Planning Committee Process works to reformulate NTID's goals and improve accessibility on campus (left).



Dr. Robert R. Davila, Assistant Secretary of OSERS, receives an honorary doctorate from RIT, the highest award ever received

by the top deaf government official (below).

David Staehle (right) succeeds Andrew Mayer as the second administrator for NTID Alumni Relations.



Fall: Hundreds of students rally on campus (above right) to call attention to the

necessity of making RIT a fully-accessible living and learning environment that recognizes Deaf people's cultural and communication requirements.

Center for Sign Language and Interpreting Education established.

NTID Foundation established.

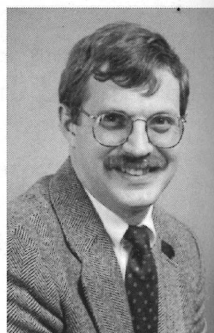


1992

May: Dr. Rose, RIT's seventh President, entangled in political controversy and negative publicity over his having taken a covert position in the CIA while on leave from RIT, announces his resignation.

Fall: Thirty percent—nearly a third—of NTID's students are cross-registered—that is, enrolled in baccalaureate programs in RIT's other colleges.

Self-Instruction Lab dedicated in



memory of Dr. Joanne Subtelny, who died in August 1991.

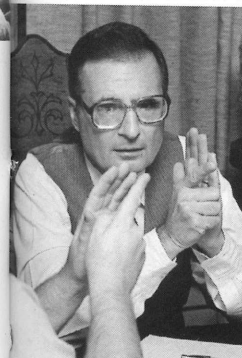
September 1: Dr. Albert J. Simone, previously President of the University of Hawaii, becomes RIT's eighth President.

October: NTID's High Technology Center for Electronic Publishing and Imaging opens.

Tsukuba College in Japan became NTID's first sister institution.

1993

April: Dr. Simone (below) is formally inaugurated as President of RIT—and is the first to take a formal ASL course, tutored by Sam Holcomb. (He also delivers part of his inauguration speech in sign language—another first.)



June 18: Dr. Gerard Buckley (top right) accepts his appointment as Director of the Center for Outreach, the first NTID alumnus to become a Center director.

July 7-11: NTID kicks off its 25th Anniversary celebration. Over 1,700 alumni attend the 4-day festival at NTID.

Dr. Castle receives the RIT Pres-

idential Medallion.

25th Anniversary symbol, the flowering crabapple tree, created by Leonard Urso, artist and associate professor, RIT School for American Craftsmen (right), to symbolize growth of NTID students and expansion and strength of the Institute.

Strategic Plan Implementation—An Agenda for Action first level completed; second level initiated. Priorities address two major curriculum areas: students' first-year experiences and technical and general education requirements.



CampusSafety hires its first deaf officer, Cathy Noble (left), to strengthen service to the Deaf community.



Seven center directors hired for seven centers.

Ratchasuda College of Mahidol University, Thailand, became second sister institution.



1994

NTID Admissions sponsors first "open house."

N.C. Bauman Institute at Moscow State Technical University, Russia, becomes third sister institution.



NTID hosts National Symposium of Educational Media Technology Relating to Persons with Sensory Disabilities.

November 1: Dr. Castle (left) announces his retirement. A search process for NTID's next director gets underway.

1995

Development of First Year Experience (FYE) program designed to enhance retention by building a foundation for success in technical/professional programs.



NTID's new Master of Science in Secondary Education of Students who are Deaf and Hard of Hearing (MSSE) approved by New York State.

Dr. Robert R. Davila (left), previously superintendent of New York School for the Deaf (1993-1996), is appointed Vice President for NTID—its first deaf director. He gets a warm welcome on his arrival.

1996

November 8: Dr. Davila officially installed.

NTID is selected to be the site for the Northeast Technical Assistance Center (NETAC), a 5-year, \$1-million-per-year funded grant.

1997

May 8: Dr. Hoag receives the RIT Presidential Medallion for his long service to NTID.

May 21: A multi-year, \$50-million renovation of the residence halls begins, to upgrade energy efficiency, handicapped access, and security. Since this makes 200 rooms temporarily unavailable, students are housed in University of Rochester's Valentine Hall on East River Road.

1998

Tianjin College for the Deaf in China becomes the fourth sister institution.

July: Dr. DeCaro retires as dean (but maintains an active involve-



ment with NTID).

July 15-19: NTID's 30th Anniversary Reunion is held on campus.

"Education and Technology," a large stained-glass work by Sander Blondeel (above) is installed in the LBJ lobby, replacing the box office, which is relocated to a new kiosk in the remodeled cloakroom area.

October: Dedication of the Frank Horton Conference Room.

October 23: Dr. Hurwitz installed as NTID's first deaf Dean.

1999

Internet Technologies I offered for the first time in a distance-learning format.

NTID's first capital campaign, "Fulfilling the Promise," successfully raises more than \$11.5 million for scholarships, equipment,

a new Learning Center, improvements to the Panara Theatre, instruction, outreach, and research.

2000

November 3: Groundbreaking ceremonies, in the old LBJ courtyard, for the Joseph F. and Helen C. Dyer Arts Center.

2001

March: Postsecondary Education Network (PEN) International created with support from The Nippon Foundation to improve high-tech education and career options for deaf residents in 10 countries.

October 21: Grand opening of the Dyer Arts Center (below)—a gleaming, multilevel gallery showcasing the work of deaf artists, including NTID alumni.



ists, including NTID alumni.

NTID hosts National Symposium of Instructional Technology and Education of the Deaf.

2002

Management Information System (MIS) for access services inaugurated.

May: From Dream to Reality: The National Technical Institute for the Deaf, a pictorial history, by Drs. Karen Conner and Harry G. Lang, is published.

Bachelor of Science degree offered in American Sign Language-English Interpretation.

2003

Dr. Davila announces his retirement, taking a post on the National Council on Disability.

Instructor Marsha Wetzel becomes the first female deaf referee in the history of NCAA Division I Basketball.

June 23-27: NTID hosts Instructional Technology and Education of the Deaf Symposium.

July 2: An original stained-glass work by Sander Blondeel, depicting LBJ signing the NTID Act (with Mary Switzer, Rep. Carey, and Dr. Frisina looking on), is unveiled on the LBJ's second floor.

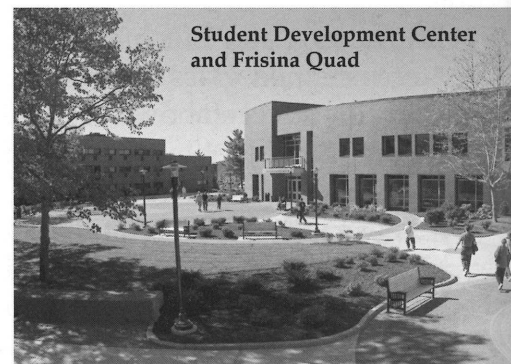
July 10-12: 35th Anniversary Alumni Reunion held on campus.

November: NTID Dean

Hurwitz (bottom left) is named Vice President of RIT, succeeding Dr. Davila.

2004

New Administrative Team developed to include Associate Vice President for Academic Affairs, Assistant Vice President for College Advancement, Assistant Vice President for College Operations, Associate Dean for Academic Administration, and Associate Dean for Student and Academic Services.



Student Development Center and Frisina Quad

August: RIT informs faculty and students that its Social Work program is being axed, due to declining enrollment and financial loss—a move considered a major blunder on RIT's part.

2005

RIT's Social Work program stops accepting new students.

2006

May 16: Dr. Simone announces his retirement.

NTID graduates its last Social Work majors. Marshall L. Smith, one of four full-time Social Work professors, soon retires. Taking an opposite track from Dr. Simone, he becomes professor of Social Work at University of Hawaii.

Spring and Fall: Gallaudet University's "Unity" protests are avidly discussed by NTID students and alumni in a bumper crop of blogs.

November 9: The Student Development Center (left) opens.

2007

March: Dr. William W. Destler, Senior Vice President for Academic Affairs and Provost at University of Maryland at College Park, is appointed RIT's new President.

April 27: The new Frisina Quad (between LBJ, the new Student Development Center, and the

dorm complex) is dedicated.

June 15: "Albert J. Simone Day" is proclaimed in Rochester and Monroe County.

July 2: Dr. Destler arrives at RIT to an enthusiastic welcome, and takes office. Continuing the tradition established by Dr. Si-



mone, Dr. Destler and his wife, Dr. Rebecca Johnson, take sign-language instruction from Sam Holcomb (below left).

November 9: Dr. Destler's inauguration (above)—a ceremonial, colorful event—includes an ASL rendition of "The Star-Spangled Banner."

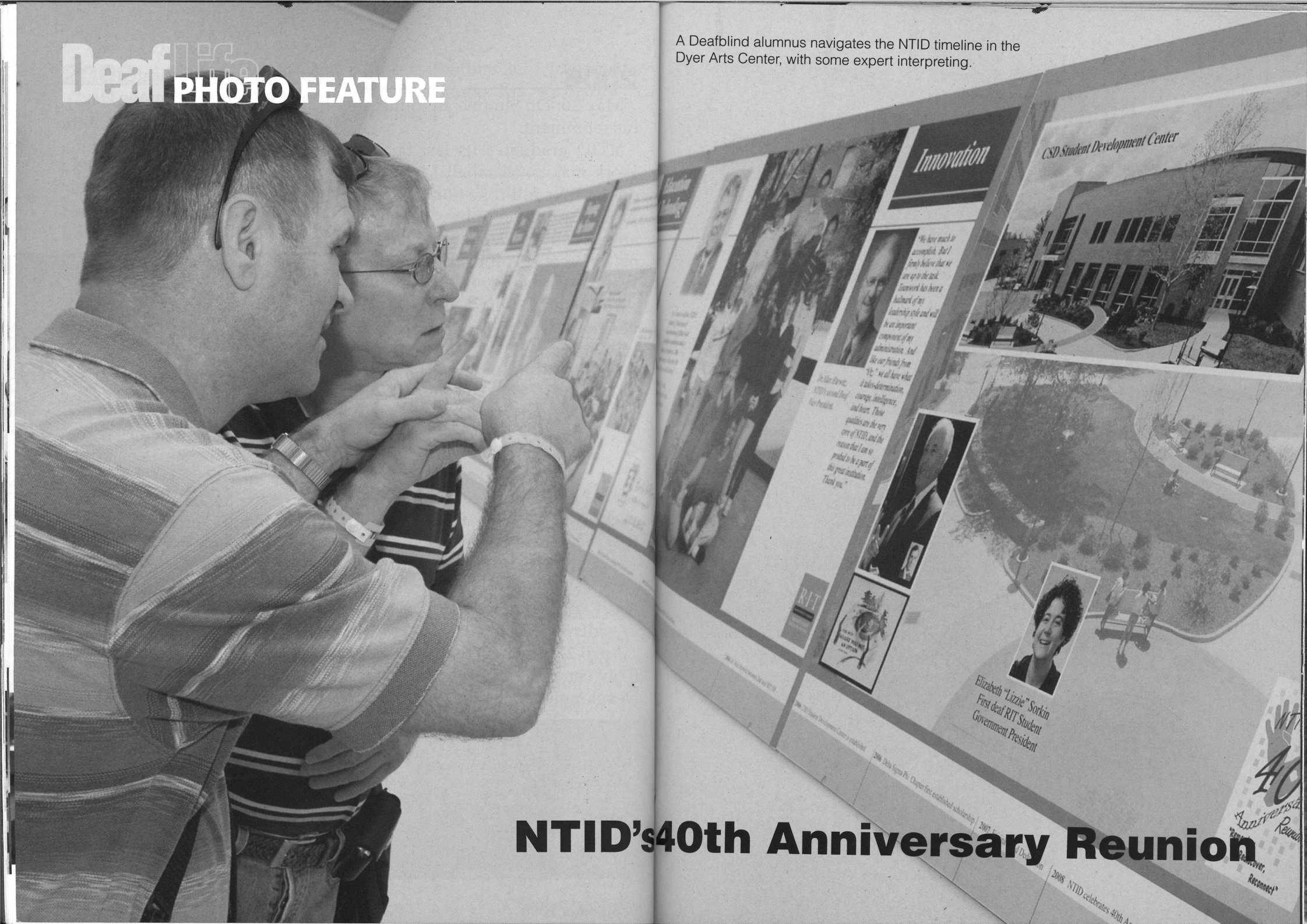
2008

June 27: NTID's 40th Anniversary kicks off, with events: socials, entertainment, informative workshops, SVP-group photos, entertainment, campus tours, even a golf tourney.



DeafLife PHOTO FEATURE

A Deafblind alumnus navigates the NTID timeline in the Dyer Arts Center, with some expert interpreting.



NTID's 40th Anniversary Reunion



▲ In good health and high spirits: members of the 1969 Summer Vestibule Program gather for a group photo.

▼ Tiger pause: RIT's mascot is flanked by two delighted attendees.



▲ C. J. Jones, who participated in the groundbreaking for the LBJ Building, entertains the gathering in the Panara Theatre—flying hands all around. Note the real-time-captioning display.

▶ C. J. Jones brings fellow alumni Kevin Nolan, Tom Rankin, and Astrid Jones onstage as part of his comedy performance.



◀ "Windmilling" in the Frisina Quad. Reunion attendees came from across the country and beyond.

▶ Show of hands: reunion attendees in the Panara Theatre express their enthusiasm with "flying hands."



Barbara Ray Holcomb (at right) discusses the timeline with friends.

Still going strong: members of NTID's first group of students—the "Pioneers"—pose for a group photo.



Surpassing the goal: Bob and Sue Mather announce the alumni -fundraising total at the conclusion of the reunion. The goal was \$40K, but more than \$46,000 was raised for the NTID Alumni Endowed Scholarship, which will be matched with Federal funds.

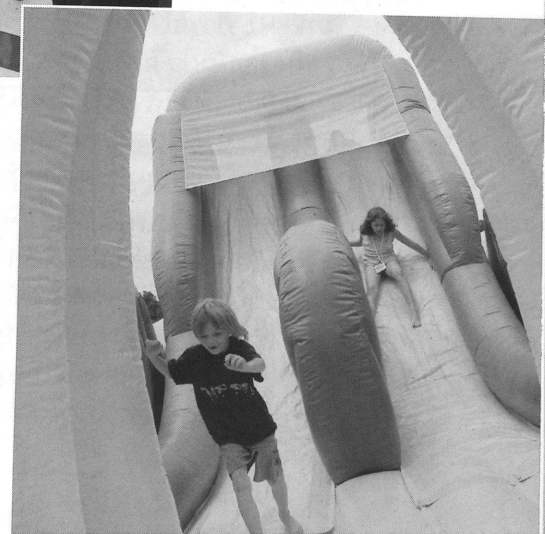


Waving to friends on an upper floor.

Photos courtesy of NTID; special thanks to Greg Livadas.

Soft-edged fun: children's activities included this inflatable slide.

Richard McCullough (behind videocam), former Rochester WHAM-TV meteorologist, who now heads **American Abilities TV Network** in Spartanburg, South Carolina, interviews Pioneer Sheila (Moore) Glenn in front of a striking photo-mural. Glenn, who lives in Pennsylvania, hadn't been back since 1972. Interpreter Aaron Gorelick is at left.



10 1862



Olof Hanson (d. 9/8/1933), a native of Sweden, graduated from the Minnesota School for the Deaf in Faribault in 1881. At National Deaf-Mute College, he roomed with Cadwalader Washburn, the future drypoint etcher and adventurer, and graduated at the head of his class in 1886. With a recommendation from Cad's father, Senator Washburn, Hanson began working at architectural firms in Milwaukee and Minneapolis. He traveled and studied abroad throughout Europe, fascinated by the soaring Gothic cathedrals and the classical Greek style. He also visited schools for the deaf. After returning to the U.S.A., he designed new campuses for the Pennsylvania School for the Deaf in Mt. Airy and North Dakota School for the Deaf, a dormitory for Gallaudet College, and new buildings for MSD. He also designed handsome private residences and public buildings—hotels, stores, and churches. He married Agatha M. Tiegel in 1899; they lived and worked in Faribault, later moving to Seattle. He was also an ordained minister and active in local, state, and national Deaf advocacy, succeeding George W. Veditz as NAD President in 1910.

1937 13

William Bruce Sparks is an alumnus of AIDB, where his artistic gift was evident during childhood. Although he devoted himself to portraiture, he practiced it as a sideline. Feeling constrained, he finally left his job as technical illustrator at Western Electric to work full-time as an independent portraitist. He uses the exacting *alla prima* technique (swiftly-worked oils) and a realistic, detailed approach. His portraits have freshness, solidity, insight, a sense of character and inner life, and a glowing, serene quality.



14 1873



At age 15, Agatha M. Tiegel (d. 10/17/1959) was the youngest of the pioneering group of young women allowed to enroll at National Deaf-Mute College in 1887 after E. M. Gallaudet revoked his ban on female students. She proceeded to excel. A gifted poet and writer, she organized the OWLS secret society (now the Phi Kappa Zeta Sorority), and served as its first president. She graduated in 1893 (the second woman to do so) as valedictorian; her valediction was "The Intellect of Woman." She then taught for 6 years at Minnesota School for the Deaf, where she met architect and advocate Olof Hanson. They had three daughters: Marion, Alice, and Helen. During their happy 34-year marriage, she continued to write poems and corresponded with family and friends. Her letters, along with his papers, are now in the collection of the Gallaudet University Archives.

1952 15

Bill Graham grew up in Chicago, and was working as Life Sciences Editor at **World Book Encyclopedia** when he began connecting with other late-deafened adults. In March 1987, he hosted an informal party; the group stayed in contact. In 1989, the Association of Late-Deafened Adults was incorporated and held its first conference, with 42 attendees. The following year, there were 300. ALDA is now an international organization with dozens of formal and informal chapters. Graham is noted for his mischievous sense of humor as much as his knowledge. He was Managing Editor of Microsoft Encarta Reference Suite, and is now Managing Editor at Websters Multimedia, Inc. He and his wife, Karina, have two children, Eva and Tony. ALDAns consider ALDA their "second family;" attending ALDAcon is like coming home.



17 1911



Cal Rodgers' *Vin Fiz* took off from Roosevelt Field, Long Island. His goal: to win a \$50,000 prize offered to the first pilot who flew coast-to-coast within a 30-day deadline. Although Rodgers missed out on the prize, he succeeded in making the first transcontinental flight.

1994 17

Heather Whitestone, Miss Alabama, became the first deaf Miss America. Her stunning ballet performance clinched the title. Also helpful were her self-confidence in handling interview questions, and her "STARS" platform.



18 1861



Aside from his impressive lifespan—exactly 105 years—George Morris McClure (d. 9/18/1966) was a noted teacher, administrator, and leader. An alumnus of Kentucky School for the Deaf, he studied at Centre College, and in 1880 (the year the NAD was founded) took a teaching post at KSD—an association that was to last 80 years. As longtime editor of the **Kentucky Standard**, he was "the dean of LPF editors."

1880 25

Abbé Roch-Ambroise Cucurron Sicard (d. 5/10/1822), successor to the beloved Abbé de l'Épée, didn't command the same measure of devotion, but did further his work in education of the deaf. Thanks to his generous invitation, Thomas H. Gallaudet visited the Paris Institute, was given free



access to all classes, and met the pioneering deaf teachers of the deaf, Jean Massieu and his pupil Laurent Clerc. Sicard was dismayed when Clerc asked leave to accompany Gallaudet to the States, to co-found its first successful school for the deaf, and reluctantly agreed to "loan" him to Gallaudet for three years—an arrangement that became a permanent gift.

22 1929



Frank R. Turk has always preferred action to words. A native of Hibbing, Minnesota, he graduated from Minnesota School for the Deaf in 1947, and Gallaudet College in 1952 (B.A. in Deaf Education). He earned his Master's in Guidance Counseling/Physical Education at University of Maryland in 1969, and his doctorate in Counseling/Student Development at American University in 1980. He has served the community as coach, teacher, mentor, advocate, director of the Jr. NAD, co-founder of the Youth Leadership Camp, DPN leader, school superintendent, administrator, and professor. He's currently Community Relations Officer for CSD and founder-administrator of the National Leadership and Literacy Camp at Camp Lakodia. "Failure is not defeat," he says. "Not trying is."

Major sources: Jack R. Gannon, *Deaf Heritage: A Narrative History of Deaf America* (1980); Harry G. Lang, *Silence of the Spheres: the Deaf Experience in the History of Science* (1994); Harry G. Lang and Bonnie Meath-Lang, *Deaf Persons in the Arts and Sciences: a Biographical Dictionary* (1995); Matthew S. Moore and Robert F. Panara, *Great Deaf Americans: the Second Edition* (1996); Deborah Meranski Sonnenstrahl, *Deaf Artists in America: Colonial to Contemporary* (2002). **Photo credits:** Olof Hanson, William B. Sparks, Agatha Tiegel Hanson, George M. McClure, Abbé Sicard—Gallaudet University Archives. Bill Graham—Pat Condon/Mr. Graham. Cal Rodgers—San Diego Aerospace Museum. Heather Whitestone McCallum—Kim Jobe/*Daily Corinthian*. Frank Turk—Dr. Turk.

DeafView

READERS' VIEWPOINT

READERS' RESPONSES

Does the Deaf Community unfairly stereotype ALL hearing people as oppressors?

48% Yes 26% No 26% Not sure

NO (Deaf)—We hear Hearing people saying, "Life is not fair, honey" all the time. [They] stereotype Deaf/HoH people. They react negatively every time a real live Deaf/HoH crosses their path and does not fit their unrealistic concept. That is [oppression] in action—no matter how tiny or micro [it] is, and as long as NO HEARING PERSON AND NO HEARING GROUPS RALLY AGAINST DEAF RIGHTS ABUSES WITHIN THE LEGAL SYSTEM, even if one or more wrote books or made films BUT as long as they remain PASSIVE and NEUTRAL on the physical plane and within the political levels, they condone Deaf Oppression all the same.

It is not unfair for the Deaf Community to say ALL hearing people [are] oppressors because under these troubling circumstances, the Deaf community are not stereotyping Hearing people at all. It is reality.

YES (Hearing)—Apart from a few exceptions, yes, they do, and as a hearing parent of a deaf child who has undergone many battles to gain signing provision for my child, I'm sick of it! I resent it in the same way as I would resent a Black person saying that all white people are racist. It is a simplistic and ignorant statement. Oppression is linked with power and there are many hearing people who have no power whatsoever, so how can they oppress? They may discriminate or offend or whatever, but it is due to ignorance and society's negative attitudes.

NO (HoH)—Deaf do not categorize all hearing as oppressors—they recognize that there are many hearing that are Partners of Deaf.

Total number of
"DeafView" responses: 132

DeafView

READERS' VIEWPOINT

DEAF LIFE would like to know what you think about major issues affecting the Deaf community. Fax your response to (585) 442-6371, E-mail us at reply@deafview.com or send it to us at Box 23380, Rochester, NY 14692-3380.

Should schools for the deaf admit hearing students?

☐ Yes ☐ No ☐ Not sure

Background:

Traditionally, schools for the deaf have served deaf and hard-of-hearing students only. We all know about the problems involving mainstreaming—enrolling deaf/HoH students in local public schools where they may or may not get adequate support services. A new trend at schools for the deaf involves "Deafstreaming"—admitting CODAs and other hearing children who are fluent in ASL. Not everyone believes that this is a good idea, but the schools have been looking into the possibility, and a few have already enrolled hearing students, and have reported that it's been working out well. As enrollments of deaf students continue to dwindle, the schools are looking towards hearing signers to help them survive. And the hearing students enjoy being there.

Deadline: November 1, 2008

Visit the
DeafView homepage at

www.deafview.com

to respond to this and the other upcoming questions.
(24 questions are currently posted.)

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